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PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. FINAL REPORT.

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MAINTAINING FLEXIBILITY IN EDUCATIONAL PROGRAMING, NECESSARY TO MEET THE CHANGING NEEDS AND SOCIAL PROBLEMS OF THE ADULT STUDENT, CALLS FOR STAFF MEMBERS' WILLINGNESS TO ADAPT TO CHANGE. THUS, PREDICTING THE ATTITUDES OF ADULT EDUCATORS TOWARD INSTITUTIONAL CHANGE IS A SIGNIFICANT CONCERN. THIS RESEARCH TESTED THE NOTION, DRAWN FROM PSYCHOLOGICAL, SOCIOLOGICAL, AND ADMINISTRATIVE THEORY, THAT AN INDIVIDUAL'S PERSONALITY OR VALUE SYSTEM IS A LESS ADEQUATE MEASURE OF HIS ATTITUDE TOWARD CHANGE THAN IS HIS PERCEPTION OF THE EFFECTS OF CHANGE ON HIS PERSONAL INTERESTS AND INSTITUTIONAL GOALS. DATA, COLLECTED BY MEANS OF A QUESTIONNAIRE ADMINISTERED TO 406 STAFF MEMBERS OF THE UNIVERSITY OF MISSOURI EXTENSION DIVISION, WERE ANALYZED STATISTICALLY BY FACTOR ANALYSIS. THE ROKEACH DOGMATISM SCALE WAS THE PERSONALITY DIMENSION. RESULTS INDICATED THAT, WHILE ATTITUDE TOWARD CHANGE IN GENERAL MAY VARY FROM PERSON TO PERSON, MOST PEOPLE CONSISTENTLY REACT IN DIFFERENT WAYS TO DIFFERENT CHANGES RATHER THAN AUTOMATICALLY REJECTING OR ACCEPTING ALL CHANGE. THE RELATIVE IMPORTANCE EACH ATTACHES TO DIFFERENT ASPECTS OF THE "GOODNESS" OR "BADNESS" OF EACH CHANGE IS PARAMOUNT. (AJ)

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Prediction of Adult Educators' Attitudes Toward Institutional Changes

Project 6-8075
Contract OEC-3-6-068075-0843

John Dale Apel

April, 1967

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The University of Chicago

Chicago, Illinois

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INTRODUCTION

Living in an age when the single constant is accelerated change, adults urgently need assistance to understand and manage their environment and to help them solve the social problems confronting them. Education can be among the most important resources available to adults attempting to adapt successfully to the changes.

Personnel of adult education institutions have the responsibility of helping adults deal successfully with the constantly changing problems they experience day to day. Flexibility in adult education programing is necessary to meet the accelerated changes and social problems.

Maintaining flexibility in programs (content, method, audience) frequently calls for changes in the sponsoring institution, and this flexibility often depends on the willingness of organizational members to adapt to changes by modifying programs. That is, the adult education institution doing the programing to meet the day-to-day problems must be flexible. If its members resist change, the institution tends to wither and die, while institutions whose members successfully adapt to change remain viable.

The tendency for such an organization to live or die depends greatly on the adult educator's ability to bring flexibility to the institution.* Adult educators often must recognize and initiate the changes needed. Predicting the attitudes of adult educators toward institutional change becomes a significant concern. This problem of adult education institutions is related to studies that have concerned researchers in related disciplines.

The researchers in related disciplines, in general, agree that the attitude of employees and administrators toward institutional change varies from one individual to the next and from

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* Adult education institutions consist of comparatively permanent habits, attitudes and material facilities which are organized into intricate and highly standardized systems and complexes to improve men and women by increasing their skill, sensitivity, and knowledge or of trying to help men and women improve themselves in these areas.

one time to another. Where they have failed to agree is on the base for the variation. Directors of most empirical studies have treated attitudes toward change as unidimensional, principally dependent on an individual's personality or value system.

The findings of other researchers appear to disagree with the unidimensional theory. Seemingly contradictory results were reported regarding educators' orientation toward the local community or toward the larger world (localite-cosmopolite) determining his attitude toward institutional change.(2,9,12)

While Dalton(3) and Trumbo(11) have reported that capable individuals tend to have the most favorable attitudes toward change, Merton(4) and Presthus(6) suggest those with expertise and competence resist change. Mann(10) suggests another approach when he submits that attitudes vary more from situation to situation than they do from individual to individual, and that this more important variation is based on the situational factors. His thesis seems to agree well with "common sense" or, at least, to agree better than theories basing attitudes toward change on personality or value orientation measures, and tends to resolve previous conflicting findings.

The primary purpose of this research is to test the conception, drawn from psychological, sociological, and administrative theory, that a single measure of personality is less adequate than an individual's perception of certain effects of change implementation in the prediction of his attitudes toward changes with a variety of perceived effects.

Theoretical Framework

The testing of that conception, fulfilling the primary purposes of this research project, calls for the determination of the personality dimension to be used and the definition of the effects to be measured. Rokeach describes his Dogmatism Scale in such a way as to suggest its usefulness as a personality dimension to use in predicting attitudes toward change. He defined dogmatism as a state of mind that determines the extent to which a person can receive, evaluate, and act on intrinsic merits of relevant information, unencumbered by irrelevant factors.(7) He suggested that the Dogmatism Scale effectively measures security-insecurity,(7) used as a personality characteristic by several researchers in attempts to predict attitudes toward change generally.

Other writers have noted "effects" that influence an individual's attitude toward the "cause". Simon says that individuals loyal to their organizations' objectives resist modification of the objectives.(8) Blau states that an individual would not be expected to resist changes that reinforce objectives to which he is loyal.(1) Parsons stresses the importance of an individual's interpretation of the change's effect on his personal interests.(5)

A rationale based on anticipated effect of the change item on "goal" and on "personal interests" helps to explain much of the apparently contradictory research. Both the cosmopolite and the localite are more competent in certain, but varying, aspects of their work; they are receptive to change in the areas of their higher competency because the change is not as likely to affect their interests adversely or threaten their security. That rationale also reinforces reports that attribute attitudes toward change to an individual's feelings of security or insecurity.

These hypotheses follow:

Hypothesis One: Both "effect on goals" and "effect on personal interests" are important determinants of attitudes toward changes; therefore, it is necessary to consider both before one can adequately predict attitudes toward any given change.

Hypothesis Two: An individual's attitude toward a change depends more on his interpretation of the effect of that change on "goals" or "personal interests" than on any predisposition toward change in general.

Hypothesis Three: Open-minded individuals can more readily see relationships between related items--they are more perceptive and discriminative of change effects than are closed-minded individuals.

Hypothesis Four: Closed-minded individuals will reject more changes with unknown effects than will open-minded individuals.

Hypothesis Five: Individuals holding similarly strong beliefs about institutional goals will have similar attitudes toward changes affecting those goals.

METHOD

The hypotheses of this study were tested with data collected from the professional staff of the University of Missouri Exten-

sion Division according to the procedures described in this section.

The Population Studied

Four hundred six of the professional staff of the University of Missouri Extension Division were readily available for participation in the study and were used for the sample. Their number permitted any statistically significant differences to be readily apparent. The wide variety of their responsibilities (resulting from the almost unique integration of both "general" and "cooperative" extension programs in the same institutional structure) assured a diversity of opinion as to appropriate responses.

The Missouri group probably is more actively involved in change than is any other of the fifty-one Cooperative Extension adult education groups of the United States. This atypicality was considered an asset in determining the best predictors of attitudes toward change because, to study changes, one needs an environment where changes are occurring. It is recognized that the study of personnel from only one such institution may have given the data a pro-change bias.

Demographic characteristics of the sample are presented.

The 406 Missouri staff members whose responses were used included 129 women and 273 men. All had bachelor's degrees and 44% had advanced degrees. Though 90% of the bachelor's degrees were in fields closely related to either agriculture or home economics, nearly 50% of the master's degrees were in education. More than half the doctor's degrees were in social science or education; most of the remainder were in agriculture. The respondents' ages appeared to be nearly normally distributed with 17% twenty to twenty-nine years old; 47% thirty to thirty-nine; 18% fifty to fifty-nine; and 6% sixty or older.

Development of the Instrument

A questionnaire rather than an interview was chosen to secure information as the questionnaire made it possible to secure enough responses to permit significant differences to be readily detected. Also, the individuals studied were able to maintain complete anonymity in responses to the questionnaire, which would not have been possible with interviews. The questionnaire was arranged in

six sections to secure each respondent's attitude toward the change item, degree of agreement with points of view concerning university extension, interpretation of the effects of change on institutional goals and on his personal interests, scores of components of items in the Rokeach Dogmatism Scale, and selected personal biographical facts.

Points of view concerning the goals and procedures of university extension programs were identified by reading current literature in the field of General and Cooperative Extension, and by interviewing university extension experts and leaders, including ten top administrators at the University of Missouri. Changes believed by the investigator and selected administrators of the Missouri Extension Division to have a variety of effects upon personal interests and institutional goals were used in the questionnaire. Change items were defined as new clientele, content, methodology, personnel policies, finance, and organizational structure that were judged by institutional administrators and specialists as not yet readily accepted or practiced in the institution.

"Effect on personal interests" was defined in terms of the respondent's interpretation of the influence on his prestige, prospects for advancement, difficulty and interest of job, and all things considered if the change items suggested were implemented.

The Pilot Study

The pilot study questionnaire was completed by thirty-three University of Missouri extension staff members to enable the researcher (1) to select the most meaningful statements of change and institutional goals, and (2) to refine them for maximum value in determining effective predictors of attitudes toward change. The final form of the questionnaire includes three pairs of institutional goal statements and eighteen statements of change--three interpreted by judges (four University of Missouri administrators) as relating negatively and three positively to each statement of institutional goal.

Test-retest reliability of the questionnaire was conducted with a group of fifty-one Kansas university extension staff members, chosen because they were seemingly similar in many ways to the Missouri sample. The range of Pearson product moment correlation coefficients for all items in the two sets of

questionnaire was from .094 to .789 and the average was .48, a figure considered satisfactory in view of the length and complexity of the questionnaire and the wide range of items that appear on the surface to be unrelated to one another. A comparison of the averages of the coefficients of product moment correlations for each part of the questionnaire indicates that reliability of responses to various parts were similar. The reliability for the Dogmatism Scale section was highest, as expected, since the Scale had been tested, retested, and refined during years of use.

Collection of the Data

The refined questionnaire was used to collect the data from respondents at regular staff conferences and at special meetings called to complete the questionnaire. Of 444 questionnaires, 406 were complete enough to meet certain minimum standards adopted.

Factor Analysis of the Data

Factor analysis of two sections of the questionnaire made testing the hypotheses more specific and meaningful than using total scores would have, but more parsimonious than an item-by-item analysis. Five clusters of Rokeach Dogmatism Scale items were identified and the five hypotheses advanced in this study were tested on the basis of respondents' scores for each cluster of Dogmatism Scale items.

Respondents were asked to indicate the kind and degree of relationship, if any, between selected institutional goals and changes. Two significant clusters of items identified by factor analysis were statements judged as detracting from or not related to institutional goals. Because of this finding, the relevant hypotheses were tested in terms of the respondents' scores on change items grouped on the basis of the relation of the change to the statement of institutional goals.

RESULTS

The collected data were analyzed specifically as they related to each hypothesis, using factor analysis as a foundation.

Hypothesis One: Both "effect on goals" and "effect on personal interests" are important determinants of attitudes toward changes; therefore, it is necessary to consider both before one can adequately predict attitudes toward any given change.

Multiple correlation coefficients were used to test hypothesis one with the dependent variable being the score representing the individual's expressed degree of willingness or unwillingness to implement the change or to have it implemented by the institution that employed him. Multiple correlation coefficients ranged from .050 to .505 for the anticipated effect of change on goals, from .300 to .445 for the anticipated effect of change on personal interests, and from .301 to .566 for the anticipated effect of change on both goals and personal interests.

In no instance did the coefficient for a single set of predictors equal the co-efficient for both sets of predictors.

Hypothesis Two: An individual's attitude toward a change depends more on his interpretation of the effect of that change on "goals" or "personal interests" than on any predisposition toward change in general.

There was no simple correlation coefficient with a magnitude of .300 or more when scores representing the expressed attitude toward change were compared with scores for any one of the components of the Dogmatism Scale items. Conversely, the number of simple correlation coefficients with a magnitude of .300 or higher of scores representing attitudes toward the institutional changes with scores representing the expressed interpretation of the effect of change implementation on various personal interests ranged from two to nine out of twelve possible. The number of simple correlation coefficients with a magnitude of .300 or higher of scores representing attitudes toward the institutional changes with scores representing the expressed effect of change implementation on institutional goals was eight out of twenty-four possible.

The correlations of .300 or more were more numerous when scores representing the anticipated effect of the change on personal interests were used as the predictor variable than when scores representing the anticipated effect of the change on institutional goals were used.

Similarly, partial correlations of scores representing respondents' expressed attitudes toward the change with scores representing the expressed anticipated effects of the change on institutional goals or on one or more of the five categories of personal interest were generally higher than partial correlations of scores representing expressed attitudes toward changes with scores on any of the components of Dogmatism Scale items.

Multiple correlation coefficients are presented in Table 1. Multiple correlation coefficients of scores representing the individuals' expressed attitudes toward the change as a dependent variable were higher in almost every instance when the independent variables were scores representing the individual's expressed interpretation of the effect of the change on institutional goals and scores representing the individual's attitude toward the goal (coefficients in column 1, Table 1) than when the independent variables were scores representing the individual's responses to the five components of Dogmatism Scale items (coefficients in column 3, Table 1). The same was true with scores representing the individual's expectation of the effects of change on the five categories of personal interest (coefficients in column 2, Table 1, compared with coefficients in column 3, Table 1).

Thus the multiple correlation coefficients in columns 1, 2, and 3 of Table 1 show results similar to the partial and simple correlation coefficients.

Hypothesis Three: Open-minded individuals can more readily see relationships between related items--they are more perceptive and discriminative of change effects than are closed-minded individuals.

Scores on three clusters of Dogmatism Scale items differentiated individuals who interpreted accurately fewer relationships from individuals who interpreted accurately more relationships between those changes prejudged as detracting from or not relating to an institutional goal and the institutional goal. Individuals who strongly believed in simple solutions and self denial to reach the ideals of one's group interpreted fewer such accurate relationships than those who disagreed with simple solutions and the form of self denial tested. Further, respondents who judged themselves argumentative (assumed to indicate ego strength) tended to be more nearly accurate in their interpretation of the relationships indicating they may view the relationships, or lack of

TABLE 1--Multiple Correlation Coefficients of Sets of Predictors with Attitudes Toward Changes; N = 406

Indicated Item	Expressed Commitment to Goal and Expressed Interpreted Relation of Change to Goal (1)	Expressed Interpreted Effect of Change on Five Categories of Personal Interest (2)	Scores on each of Five Components of Items of Dogmatism as Independent Variables (3)
Institutional Goal A			
Change Statement G	.383	.388	.156
I	.480	.436	.167
L	.483	.430	.165
Q	.379	.430	.178
R	.505	.444	.060
Institutional Goal B			
Change Statement B	.050	.300	.158
E	.366	.327	.144
K	.290	.351	.114
N	.163	.365	.169
Institutional Goal C			
Change Statement A	.233	.337	.196
D	.283	.295	.109
F	.315	.445	.161
Institutional Goal D			
Change Statement G	.204	.388	.156
I	.245	.436	.167
L	.271	.430	.165
Q	.268	.430	.178
R	.339	.444	.060
Institutional Goal E			
Change Statement B	.225	.300	.158
E	.150	.327	.144
K	.228	.351	.114
N	.290	.365	.169
Institutional Goal F			
Change Statement A	.230	.337	.196
D	.136	.295	.109
F	.232	.445	.161

relationships, between the changes and the goals more objectively and less emotionally than those who think they are not argumentative.

Respondents with a strong commitment to a cause and an expressed distrust of the uncommitted did not differ from individuals with an open-minded, questioning attitude toward any cause. Neither did respondents who expressed a fear of cognitive complexity and with heterogeniety of ideas differ from those with tolerance for those factors.

> Hypothesis Four: Closed-minded individuals will reject more changes with unknown effects than will open-minded individuals.

Two sets of Dogmatism Scale component scores were useful in predicting reactions toward changes by individuals who do not believe the changes will affect their prestige, prospects for advancement, interest of job, and all things considered in relation to them and to their jobs. Three Dogmatism Scale component scores were not useful in predicting responses to changes with unknown effects on personal interests.

> Hypothesis Five: Individuals holding similarly strong beliefs about institutional goals will have similar attitudes toward changes affecting these goals.

This hypothesis was rejected on the basis of an analysis of the variance for the responses. Further analyses of the data showed that dogmatism was not a confounding variable.

DISCUSSION

The data used to test hypothesis one (that both "effect on goals" and "effect on personal interests" are important determinants of attitudes toward changes) tend to support the hypothesis. Institutional goals and personal interests may be related, but they are not necessarily the same. Combined scores representing "effect on goals" and "effect on personal interests" more adequately predicted "attitude toward change" scores than did either of the predictors taken singly. Also, it appears that the anticipated effects of change on both institutional goals and personal interests are positively related to the adult educator's expressed willingness or unwillingness to implement a change or to have it implemented by the institution that employs him.

Hypothesis two and the central thesis of this research project were confirmed by the multiple, simple, and partial correlations obtained by analysis of the data. Situational variables consisting of an individual's interpretation of the effect of change on institutional goals and on his personal interests are better predictors of the individual's attitude toward the change being considered than is any generalized predisposition toward change as measured by the Dogmatism Scale. Comparing the three sets of predictors shows that anticipated effect of change implementation on either personal interests or institutional goals is relatively more closely related to the respondent's expressed willingness or unwillingness to implement the change, or to have it implemented, than is his open-or closed-mindedness, as measured by scores on five interrelated clusters of items in the Rokeach Dogmatism Scale.

While the respondents' scores on the Dogmatism Scale did not prove as effective in predicting their attitudes toward the changes as did the other predictors studied, the Dogmatism Scale component scores appeared to be related to an individual's ability to correctly interpret logical relationships, as indicated by the data used in testing hypothesis three. That data supported the conclusion that scores on three components of dogmatism can be used to identify and describe individuals less likely to interpret correctly relationships between changes and goals. Scores on two other components of dogmatism did not identify and describe individuals more or less likely to interpret correctly such relationships.

Thus, hypothesis three is only partially confirmed; only some of the Dogmatism Scale part scores differentiated respondents on the basis of accurate identification of only some of the relationships. Only one part score differentiated respondents on the basis of their accuracy in identifying relationships between changes and goals when the changes were judged to reinforce the goal. That finding suggests that respondents tested were generally more concerned with the threat of change to institutional goals than with changes that enhanced institutional goals. Factor analysis of scores representing the accurate identification of those relationships tended to confirm the concern with threats to institutional goals.

The data used in testing hypothesis four indicates that individuals with strong beliefs in ideational purism and in simple solutions and those fearful of cognitive complexity and ideational

heterogeneity are less willing to implement or to have implemented institutional changes with unknown effects on certain categories of personal interests than are either those who have a strong belief in eclecticism and pluralism or those who have tolerance for ideational heterogeneity and cognitive complexity. Expressed reactions to changes by individuals with highly positive scores on the three other components of items in the Dogmatism Scale were not significantly different from reactions of those with highly negative scores on those three components.

Hypothesis four was only partially confirmed, suggesting that the Dogmatism Scale has some value in predicting attitudes toward changes of individuals who construe a change as having no effect on their personal interests. Apparently, some factor or factors other than personality dimensions measured by the Dogmatism Scale part scores heavily influence attitudes toward changes not perceived as affecting the institutional goals listed. Such factors might include anticipated effects on personal interests or on institutional goals not included in the questionnaire.

The results reported for the analysis of the data used to test hypothesis five indicated that, for some unknown reason individuals whose reactions to statements of institutional goals were extreme, exhibited as much variance in their attitudes toward relevant change items as did individuals with nonextreme reactions to statements of goals. Perhaps certain key words within the change items or institutional goal statements were particularly value-laden for some respondents and an over emphasis on these words might explain the otherwise apparently irrational choices.

The conclusions which can be drawn from this study are limited by the sample of adult educators studied, the nature of the data collected, and the procedures and methods used in collecting the data.

The instrument used seems appropriate only to study a single adult educational institution. To be more certain empirically that the atypicality of the University of Missouri Extension Division did not bias the results reported, the study should be replicated in institutions less accustomed to change. The study may have been biased by omission of professional staff members who did not complete the questionnaire; however, there is no reason to believe that those who completed it were not representative of the entire group for characteristics measured in the study.

The purpose of the questionnaire was masked only slightly and it contained few internal validity checks. The validity of responses to the sections calling for an expression of anticipated influence of change on institutional goals and personal interests might be questioned because of the relatively large percentage of errors (according to judges who unanimously agreed on all but a few of the relationships where one of the four felt the judged relationship might not always hold true) made by respondents in the first of those two sections.

Respondents were asked to express, but they were not asked to demonstrate, their willingness or unwillingness to implement or to have implemented changes proposed for their institution. They may have been reluctant or unable to anticipate or to express true reactions, though complete anonymity was assured.

Only the relative value of predictors identified in relevant literature as most effective was studied. Other possible situational predictors should be tested.

To reduce the above limitations, or to confirm them, further research is needed on adult educators' attitudes toward institutional changes in at least two different areas where varying experiences with change prevail. Additional research is needed in at least two more institutions--one unaccustomed to change and one midway between the University of Missouri, which has been changing rapidly, and the one unaccustomed to change. Such studies could be used to determine the extent to which the findings of this research could be generalized to larger populations. Two replicated studies should permit greater generalization of the findings. Also, non-professional groups of institutional members should be studied to determine if they have different kinds of loyalties to the institution and if their different position in the hierarchical structure makes them less or more sensitive to the various influences of change.

In-depth interviews should be conducted to validate responses to the instrument used in this study because selected judges indicated errors in the expressed interpretations of those questioned. Such interviews should be used to probe to determine if attitudes toward the changes were, in fact, influenced by anticipations of effects or by other variables. Perhaps the expressed anticipations of effects were influenced by the attitudes of respondents toward the change, rather than vice versa.

CONCLUSIONS

Data from the study support the basic and underlying rationale to the study which is that, while attitude toward change in general may vary from person to person, a more important factor is an individual's attitude toward specific changes. Most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change; they discriminate between what they consider "good" or "bad" change, and react in terms of their perceptions and the relative importance they attach to different aspects of the "goodness" or "badness" of each change.

An examination of the content of and responses to selected changes tends to validate the use of the situational variable. Four changes were accepted and two were rejected by more than 70% of the respondents. Two of the four highly acceptable changes (G and L) called for specialization and assignment of staff to multiple county areas. Both reinforced institutional goal statement A calling for specialization of extension personnel and detracted from institutional goal statement D, which stressed the value of generalists. Goal A was approved by 77.7% of the respondents, while 86.4% disagreed with Goal D. Substantially more respondents indicated the changes would favorably influence their personal interests than indicated the changes would unfavorably affect their personal interests.

Attitudes toward changes more universally accepted or rejected appear to be influenced by the anticipated effects of the change on either personal interests or institutional goals, or a combination of the two. This content analysis further tends to confirm the central hypothesis.

Interpretations of the data suggest that contentions and arguments about the weak who lack capacity(3,11) or those with expertise and competence(4,6) being most likely to resist change are more apparent than real in their dissidence.

The findings are generally consistent with the literature that provided the rationale for the study and tend to confirm Parsons' idea that institutional members react to changes in terms of their anticipations of the influence of the changes on their personal interests. Logically and in light of the findings of this study, changes tend to be accepted or resisted by the weak and strong alike (when weakness and strength are measured

by scores for components of items on the Rokeach Dogmatism Scale), depending on anticipated influence on personal interests.

The results here confirm reports and theories advanced by Simon(8) and Blau(1), who agree that the anticipated effect of a change on a value or institutional goal influence the willingness or unwillingness of an institutional member to implement change.

Further, results of this study confirming the predictive value of scores representing expressed perceived effects of change on institutional goals appear to support Brumbaugh's conjectures that a basic personality measure is not particular enough to predict attitudes toward specific changes(9) and Trew's idea that the content of the change items influences a respondent's reactions toward them.(12) Their suggestions and the results of this study lend further credence to Mann's hypothesis that individuals respond to all sorts of changes in different ways.(10) Results of this study weaken the possibility of generalizing from Carlson's conclusions that cosmopolites tend to accept change and localites tend to reject changes.(2)

Rokeach's claim of Dogmatism Scale usefulness in measuring cognitive flexibility and anxiety(7) was supported. However, usefulness of the Scale as a predictor of attitudes toward change was less than the other predictors used. The value of the Scale in comparison with other personality measures was not tested.

If the findings of this study were replicated and shown to apply to the entire population of adult educators, the understanding of change in adult education institutions would be significantly enlarged. Replicated studies could lead to a shift from considering only the personality of an individual to considering his attitudes in terms of change content, and his personality pattern, value system, personal interests, and other variables that change with each change situation confronted.

SUMMARY

Flexibility in educational programing is necessary to meet the accelerated changes and social problems facing adult students. Maintaining such flexibility in programs (content, method, finance) frequently calls for changes in the sponsoring institution, and this flexibility often depends on the willingness of organizational members to adapt to changes by modifying programs. Thus, predicting the attitudes of adult educators toward institutional change

becomes a significant concern, related to studies which have concerned researchers in related disciplines.

The researchers in related disciplines, in general, agree that the attitude of employees and administrators toward institutional change varies from one individual to the next and from one time to another. Where they have failed to agree is on the base for the variation. Directors of most empirical studies have treated attitudes toward change as unidimensional, principally dependent on an individual's personality or value system. The findings of other researchers appear to disagree with the unidimensional theory.

The primary purpose of this research was to test the conception, drawn from psychological, sociological, and administrative theory, that a single measure of personality is less adequate than an individual's perception of certain effects of change implementation in the prediction of his attitudes toward changes with a variety of perceived effects.

The Rokeach Dogmatism Scale was selected as the personality dimension. The "effects" measured were those effects of the change implementation on the institutional goals and on the respondents' personal interests. Data were collected by means of a questionnaire administered at meetings of the professional staff (406 members) of the University of Missouri Extension Division.

The collected data were analyzed statistically using factor analysis as a foundation. Results from the analysis of the data support the underlying rationale of the study that, while attitude toward change in general may vary from person to person, a more important factor is an individual's attitudes toward specific changes. Most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change; they discriminate between what they consider "good" or "bad" change, and react in terms of their perceptions and the relative importance they attach to different aspects of the "goodness" or "badness" of each change.

If the findings of this study were replicated and shown to apply to the entire population of adult educators, the understanding of change in adult education institutions would be significantly enlarged.

Replicated studies could lead to a shift from considering only the personality of an individual to considering his attitudes in terms of change content, and his personality pattern, value system, personal interests and other variables that change with each change situation confronted.

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